

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: John P. Thomas Elementary
Principal: Evelyn Moore

District: Richland One
Superintendent: Percy Mack

ADDENDUM

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

In reviewing the 2008 PACT data, it was noted that third grade students outscored fourth and fifth grade students significantly in all subjects. The greatest gains were in English/Language Arts. There were eighty percent (80%) of third grade students scoring basic and above in ELA. There were 50% of fourth grade students and 49% of fifth grade students who scored basic and above in ELA. Revisions have been made to the Focused School Renewal Plan to address the needs of the students in fourth and fifth grade and to support the teachers at all grades. There were sixty-two percent (62%) of third grade students who scored basic and above in math on the 2008 PACT. There were only thirty-six percent (36%) of fourth graders and fifty-nine percent (59%) of the fifth graders who scored basic and above on the PACT.

Analysis of the writing scores indicates significant gains for third grade students, as well. There was very little, if any, improvement in writing scores in fourth and fifth grades. The focused student achievement goal one (1) has been modified to show an increase in the expected student outcome from a nine (9) to a ten (10). The increase in student outcome, as measured by the state's 15-point writing rubric, will help to increase the overall reading score. The strategy using a generic school wide theme for grades K – 5 was deleted because there would be a need for two additional rubrics. The first and second grade rubrics have different point values. There is no rubric for kindergarten. As a result, the strategy was not included in the FSRP. Because there has been a decrease in the general fund for this school year the last strategy in this goal relating to an artist-in-residence working with writing and presentation skills with students in the tested grades was deleted. The artist-in-residence cannot be funded. Finally, the goal reflects April 1, 2009 as the date of measurement instead of March 2009.

Focused Student Achievement Goal two (2) did not clearly indicate how achieving target growth is correlated to the state test. A new goal was created and the original goal, which was intended to increase reading levels by demonstrating 80% mastery of the high frequency words, has been incorporated into the FSRP as one of the strategies. The objective of the new goal is to increase the reading comprehension skills of 40% of students at the third, fourth, and fifth grade level by one academic grade level as measured by the STAR Reader assessment. The strategy that relates to the Early Success program was deleted because it addresses the needs of students in first and second grade. The FSRP specifically targets the needs of students in third, fourth, and fifth grade. The Success Maker lab targets students in grades three through five; therefore, the strategy was revised and second grade students are not a part of the target group. The strategy that includes displaying the high frequency words as Word Wall Words is now an indicator of the implementation for the first strategy in student achievement goal two (2).

Focused Student Achievement Goal three (3) is revised to reflect strategies that will target expected progress through the implementation of the SuccessMaker computer program. The SuccessMaker program provides students with opportunities to work at their instructional level in math and at their own speed. The program strengthens the skills for lower achievers. It also enhances the skills for the above average students. These students have opportunities to work beyond their grade level. Various reports are generated for teachers to use in planning for instruction. Information is provided on the amount of time spent on lessons, the instruction levels on which students are working, gains made in the various levels, scores on daily lessons, cumulative scores, and the skill areas requiring additional instruction. The areas of difficulty report will group students with similar needs. Teachers use the information from the reports to form flexible groups to target

specific skill deficiencies. Students who work at the course level that is very close to their grade level can expect to perform basic on the state test. Students who work at the course level for their grade and who can achieve the desired monthly gain of .1 can expect to perform above grade level and can therefore score proficient or advanced on the state test. The schedule for the computer lab will target students in third through fifth grade who should receive sixty (60) minutes of math instruction per week. The objective is to improve math achievement with emphasis on the ten problem solving strategies.

John P. Thomas Elementary School has set its math goal to be consistent with the district's standard. For the purpose of the Focused School Renewal Plan, six-tenths (.6) represents gains expected after Initial Placement Motion, IPM, from September 19, 2008 – March 20, 2009. This represents one-month's gain for one month's instruction.

The Principal's Instructional Leadership Goals both reflect April 1, 2009 as the date of measurement instead of March 1, 2009. In addition, both goals have been written as SMART goals with clear measures that focus on increasing student achievement. In the first goal for the principal, the strategy that "provides teaching demonstrations as needed or requested" has been moved and it now represents an indicator of implementation for this goal.

The revised goals for the FSRP are listed as:

Focused Student Achievement Goal 1: By April 1, 2009, 40% of all students in grades 3 – 5 will score at least a 10 or higher on a school wide writing prompt administered in mid-March, using the state's 15-point extended response rubric.

Focused Student Achievement Goal 2: Reading comprehension skills of 40% of 3rd graders, 40% of 4th graders, and 40% of 5th graders at John P. Thomas Elementary School will increase by at least one grade level from September 2008 to Mid-March 2009 as indicated by the STAR Reader assessment.

Focused Student Achievement Goal 3: By April 1, 2009, 80% of all students in grades 3 – 5 will demonstrate mastery of the ten math problem solving strategies by gaining at least a .6 after the Initial Placement Motion (IPM) as measured by SuccessMaker. SuccessMaker provides a variety of math problem solving strategies that closely resemble the State's Math assessment.

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will ensure that 100% of core content teachers in grades 3 – 5 will participate in staff development that will require them to demonstrate mastery in analyzing and scoring student writing using the 15-point extended response writing rubric. The results will be that 40% of all students in grades 3 – 5 will score at least a 10 or higher on a school wide writing prompt administered in mid-March, using the state's 15-point extended response rubric.

Focused Principal's Instructional Leadership Goal 2: All teachers in grades 3 – 5 will meet monthly with reading, writing, and math consultants to learn strategies that will be utilized to increase reading and math student academic achievement by one academic year for 40% of students in grades 3 – 5 as measured by STAR Reader and STAR Math pre and post assessments given in September 2008 and March 2009.

Focused District Instructional Leadership Goal 1: By April 1, 2009, 60% of targeted students (priority one and two students) in Math will score an increase of .6 above initial placement (which will be one tenth gain per month) or reach the highest course level with acceptable performance (8.91/8.95 in math) as measured by SuccessMaker.

Focused District Instructional Leadership Goal 2: By April 1, 2009, 60% of targeted students (priority one and two students) in Reading will score an increase of .6 above initial placement (which will be one tenth gain per month) or reach the highest course level with acceptable performance (7.50 in reading) as measured by SuccessMaker.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 40% of all students in grades 3 – 5 will score at least a 10 or higher on a school wide writing prompt administered in mid-March, using the state’s 15-point extended response rubric. *(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement a school wide writing program where students will write using a variety of formats.	Principal, E. Moore CRT, M. Sims Grade Chairs: C. Robinson P. Cato M. Davis	October 2008	Students will be given opportunities to respond to a school-wide writing theme/prompt each month that will have meaning to them. The goal is to demonstrate how writing is used to communicate and express ideas. <ul style="list-style-type: none"> A master list of the themes and the times they are to be presented will be compiled by the leadership team on October 22, 2008. The list will be distributed to each teacher by Ms. Davis. Writing samples of each theme will be collected by the grade chair from each member of the grade level by the end of each month beginning November 2008. The grade chair will provide Ms. Moore and the leadership team with a notebook of the writing at the end of each semester. Samples of student writing will be displayed on a “Writer’s Wall of Fame” at each grade level by the 15th of each month.
Implement a school wide PACT practice writing assessment, twice the first semester (October and November) and twice the second semester (January and February).	Principal, E. Moore CRT, M. Sims Grade Chairs: C. Robinson P. Cato M. Davis Consultant, M. Rowland Curriculum Specialist (TBN)	August 2008	Students will be assessed in their writing skills during sessions that resemble the state’s test. The ongoing writing assessments will provide valuable information to teachers for planning and will help to familiarize students with the testing process. <ul style="list-style-type: none"> Ms. Sims will provide each teacher in grades 3 – 5 with a schedule for the writing assessment by October 22, 2008. Data analysis from each writing assessment will indicate to teachers the instructional strategies that are needed. Lesson plans will be reviewed weekly by the Curriculum Specialist (3-5), Ms. Moore and Ms. Sims to make certain that writing is incorporated throughout the curriculum.

			<ul style="list-style-type: none"> Writing assessments from each assessment period will be collected by the CRT for review by the principal and the writing consultant.
Model and share effective writing strategies in grade level meetings and faculty meetings throughout the year.	Principal, E. Moore Consultant, M. Rowland CRT, M. Sims Teacher, I. Goforth Grade Chairs, C. Robinson P. Cato M. Davis	August 2008	<p>Teachers will be provided opportunities to model and share effective writing strategies through collaboration throughout the year.</p> <ul style="list-style-type: none"> Ms. Sims will provide each teacher with a schedule of the consultant's sessions with teachers by October 16th. Grade level and/or faculty minutes will indicate the strategies that are shared monthly. A notebook will be kept by Ms. Goforth of the faculty minutes. Samples of students' work will be shared and reviewed during grade level meetings. Grade chairs will keep a log of all meetings and provide a report to Ms. Moore monthly beginning November 2008.
Establish a <i>Writer's Wall of Fame</i> at each grade, from 3 – 5, to display students' work each month.	CRT, M. Sims Reading Teacher, E. Brown Grade Chairs, C. Robinson P. Cato M. Davis	September 2008	<p>Each grade level team will select a section in the hallway to display students' writing.</p> <ul style="list-style-type: none"> All teachers in grades 3 – 5 will use the state's 15-point rubric for extended response in their selection of students' writing to display each month. Grade chairs will develop a schedule for displaying the work. Grade level teachers will work as a team in selecting the papers that will be displayed each month.
Establish the <i>Principal's Writing Wall of Fame</i> to display student work at each grade level from 3 - 5 each month.	Principal, E. Moore	October 2008	<p>A display that shows how writing is used in a variety of ways to communicate ideas will feature an exemplary writing piece from each class from third to fifth grade.</p> <ul style="list-style-type: none"> Different types of writings from all grades will be on display each month on the principal's bulletin board.
Model one of the components of the 15- point extended response writing rubric as a school wide approach to improving writing.	CRT, M. Sims Consultant, M. Rowland Grade Chairs: C. Robinson P. Cato M. Davis Curriculum Specialist (TBN)	August 2008	<p>Ms. Sims will provide a schedule for the sessions that will occur during grade level planning with the consultant to model the components of the 15-point extended response writing rubric.</p> <ul style="list-style-type: none"> Teachers will collaborate with Dr. Rowland once each month from September to March during grade level team planning to develop effective writing strategies for each of the components of the extended response rubric. Lesson plans will be reviewed by Ms. Moore, Curriculum Specialist, and Ms.

			<p>Sims to ensure that the components of the writing rubric are taught and assessed.</p> <ul style="list-style-type: none"> • Samples of students' writings will be used during sessions with Dr. Rowland. • Grade chairs will keep a record of the sessions for review by Ms. Sims, Curriculum Specialist, and Ms. Moore.
<p align="center">FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Student Achievement Focused Goal</p>			
<p>Focused Student Achievement Goal 2: Reading comprehension skills of 40% of 3rd graders, 40% of 4th graders, and 40% of 5th graders at John P. Thomas Elementary School will increase by at least one grade level from September 2008 to Mid-March 2009 as indicated by the STAR Reader assessment. <i>(The desired result is student achievement. The goals must be academic goals related to the school report card.)</i></p>			
Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide opportunities for students to learn high frequency words in a variety of formats appropriate for each grade level.	Classroom Teachers (3 – 5) Ms. Moore, Principal Ms. Sims, CRT Curriculum Specialist (TBN)	November 2008	<p>Students must know the key words (high frequency) that appear in over 50% of the print they encounter in order to read with fluency, to comprehend the text, and to increase reading levels.</p> <ul style="list-style-type: none"> • Teachers in grades 3 – 5 will display the high frequency words taught each week and review the ones already taught. The high frequency words will be displayed on the Word Walls in the classrooms. • Third through fifth grade teachers will use a variety of formats to teach the high frequency vocabulary (SmartBoard lessons, games, flash cards, etc) to students. • Lesson plans will be reviewed by Ms. Sims and the curriculum specialist to see how teachers are providing for the students' needs as high frequency words are taught. Ms. Moore will be provided a weekly report of the teachers' progress.

Provide all ELA teachers with sets of leveled books where high frequency words are prevalent.	Classroom Teachers (3 – 5) Reading Teacher, E. Brown CRT, M. Sims Curriculum Specialist (TBN) Bookkeeper, T. Washington	October 2008	<p>Students must know the key words (high frequency) at each reading level that appear in over 50% of the print. Knowing these words will help students to increase reading levels.</p> <ul style="list-style-type: none"> • Third through fifth grade teachers will use leveled texts each day to teach the high frequency words to students. The texts will be used in a 'read aloud', in word study blocks, or for individual instruction. Ms. Sims will review lesson plans to see how the texts support the instruction. • Ms. Brown will keep a log of the requests for the classroom sets of books. Ms. Sims and the curriculum specialist will be provided a copy of the logs to see which teachers are not getting leveled texts. This will be reviewed with the principal once a month. • Ms. Washington, the bookkeeper, will order sets of leveled texts as requested by the reading teacher, the interventionists, and other teachers. The purchase orders will be kept in a file with the bookkeeper.
Implement the components of the Language Arts Instructional Plan daily with emphasis on the word study block for teaching the high frequency words at each grade.	Principal, E. Moore Classroom Teachers (3 – 5) CRT, M. Sims Curriculum Specialist (TBN)	August 2008	<p>The high frequency words are those words that appear in over 50% of the reading and can hinder the reading achievement of the struggling readers.</p> <ul style="list-style-type: none"> • Third through fifth grade teachers will teach five words per week during the word study block of the language arts instructional plan and display those words on the word wall. • Ms. Sims and the curriculum specialist will review lesson plans weekly, conduct informal classroom observations, and review the display of the word wall words to document implementation. Ms. Moore will be provided a bi-monthly report of the progress of the strategy.
Schedule students from the third through fifth grades into the SuccessMaker lab for a total 60 minutes of ELA instruction per week either before, during, and/or after school.	Principal, E. Moore Lab Managers, T. Epps and K. Washington Classroom Teachers	July 2008	<p>Students from third through fifth grade will receive sixty minutes per week of individualized ELA instruction in the SuccessMaker lab to strengthen skills and improve student achievement.</p> <ul style="list-style-type: none"> • The lab managers, Ms. Epps and Mr. Washington, will provide the master schedule which will indicate the times for the sixty minutes of instruction. • Every two weeks the lab managers will provide reports to teachers indicating the individual progress, the areas of difficulty that students are experiencing, the course levels for each student, the time spent on the lessons, and the acceptable performance levels. The information will be used by teachers for planning.

Provide opportunities for collaboration through weekly grade level planning.	Principal, E. Moore CRT, M. Sims Grade Chairs: C. Robinson P. Cato M. Davis Curriculum Specialist (TBN)	September 2008	Weekly planning is essential for teachers as they analyze data, plan lessons, share ideas and resources, and reflect on previous practices. <ul style="list-style-type: none"> The master schedule will indicate the times that grade levels have for common planning time. Ms. Sims and the curriculum specialist will meet with teams to review the data weekly, to discuss students' needs, to plan assessments, and to share ideas and resources. Meeting minutes, sign-in sheets, and a schedule of all of the meetings will be kept in a notebook with the grade chairs for review by the principal.
--	--	----------------	--

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Student Achievement Focused Goal			
Focused Student Achievement Goal 3: By April 1, 2009, 80% of students in grades 3 – 5 will demonstrate mastery of the ten math problem solving strategies by gaining at least a .6 after the Initial Placement Motion (IPM) as measured by SuccessMaker. SuccessMaker provides a variety of math problem solving strategies that closely resemble the State's Math assessment. <i>(The desired result is student achievement. The goals must be academic goals related to the school report card.)</i>			
Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Provide each grade level team with the resources that are necessary (manipulatives, teacher's edition, charts, etc.) for teaching the problem solving strategies.	Math Coach – N. Edney Bookkeeper- T. Washington	August 2008	Teachers need to have the proper resources for implementing this strategy. A record of materials requested from math lab and materials purchased with Title I funds, ATA funds, or local funds for implementing this strategy will be kept for review. <ul style="list-style-type: none"> A record of the purchase orders for math resources will be kept in a notebook in the bookkeeper's office. Ms. T. Washington will

			<ul style="list-style-type: none"> maintain that notebook. A notebook with a materials request sheet will indicate which resources were checked out from the Math Lab by individual teachers. The Math Coach, Ms. Edney, will keep the requests in a notebook in the lab. Math Coach, Ms. Edney, will work with teams every three weeks as they plan their lessons. If resources are needed, purchases will be made for resources that are not in the school or district resource bank. The purchase orders will be kept with the bookkeeper in the office.
Schedule bi-monthly meetings with the math coach and the math consultant to analyze data, to review instructional strategies, to plan lessons, and to provide other assistance for teachers where needed.	Principal, E. Moore Math Coach, N. Edney Consultant, D. Donovan	September 2008	<p>Ms. Edney and Ms. Donovan will share strategies for teaching the math problem solving skills during the sessions. Data analysis will determine professional development needs of teachers.</p> <ul style="list-style-type: none"> All 1st – 5th grade teachers will meet for two days in September, November, February and March as a grade level group along with the Ms. Edney and Ms. Donovan to review and analyze data and to discuss specific needs of the students. The team will compile the needs and develop strategies for addressing those needs. The data will be collected by the grade chair for review by the team when planning for lessons. Information will be shared with the principal for deciding professional development. Ms. Edney will partner with teachers to co-plan. Ms. Edney will assist teachers in writing lesson plans to help teachers with specific needs of their students as requested by the teachers or deemed necessary by administration. Copies of the lessons will be kept in a notebook maintained by Ms. Edney.
Schedule students from third through fifth grades into the SuccessMaker lab for a total 60 minutes of math instruction per week before, during, and/or after school.	Principal, E. Moore Lab Managers, T. Epps and K. Washington Math Coach, N. Edney	November 2008	<p>The master schedule will show the two thirty minute sessions per week that each third, fourth, and fifth grade class will spend in the SuccessMaker lab per week. The focus of the sessions is to strengthen math problem solving skills.</p> <ul style="list-style-type: none"> Mr. Washington and Ms. Epps will provide a schedule of classes for each teacher to follow. The “cumulative performance report” will be used to determine which students will need extra time in the lab. Third through fifth grade teachers will receive a copy of the report once per week.

			<ul style="list-style-type: none"> Students who are absent or who have missed a session will come during other times of the day for make-up. Lab managers, K. Washington and T. Epps, will provide teachers with a list of the students for make-up sessions. Ms. Edney will review the data from SuccessMaker to determine where extra help is needed. The coach will meet with teachers during common planning times to share the data from SuccessMaker once every three weeks. Minutes of these meetings will be kept in the grade level meeting minutes which are kept by each grade level chair.
Attend bi-monthly sessions with math consultant to discuss teaching strategies, observe model lessons, analyze individual and grade level data, and to collect and/or review resources.	Math Coach, N. Edney Math Consultant, D. Donovan Lab Managers, T. Epps and K. Washington	November 2008	<p>Teachers will collaborate with team members, analyze data, and reflect on Best Practices each month during sessions with an outside math consultant, D. Donovan and the math coach, N. Edney.</p> <ul style="list-style-type: none"> Ms. Edney will schedule each monthly visit with the consultant, plan the focus of the meeting, and arrange for substitutes to come in to release grade teams. The session dates were established by the district for September, November, February and March. Collaboration with teachers and consultants will be scheduled during common planning times in order to collect resources, share ideas, and plan for small groups. Minutes of the meetings will be maintained in a notebook by Ms. Edney. Minutes of the meetings will be shared with Ms. Moore.
Implement a schedule with common planning times that will provide opportunities for weekly collaboration at each grade level.	Principal, E. Moore CRT, M. Sims Curriculum Specialist (TBN) Grade Chairs: C. Robinson P. Cato M. Davis	August 2008	<p>Teachers will meet weekly during common planning times to plan lessons, analyze data, share materials and teaching strategies and to celebrate successes.</p> <ul style="list-style-type: none"> Develop a master schedule that will provide common planning times for each grade level to collaborate at least two times per week. Ms. Robinson, Ms. Cato and Ms. Davis will facilitate the grade level meetings and will be responsible for the minutes, the agenda, and the sign-in sheets. Ms. Sims, the curriculum specialist, and Ms. Moore will get weekly reports of the meetings.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will ensure that 100% of core content teachers in grades 3 – 5 will participate in staff development that will require them to demonstrate mastery in analyzing and scoring student writing using the 15-point extended response writing rubric. The results will be that 40% of all students in grades 3 – 5 will score at least a 10 or higher on a school wide writing prompt administered in mid-March, using the state's 15-point extended response rubric.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide ongoing, consistent instructional support through informal classroom observations with feedback.	Principal, E. Moore CRT, M. Sims Curriculum Specialist, V. Green Curriculum Specialist (TBN)	Sept. 2008	Informal observations will be conducted in order to provide support for teachers and to monitor the requirements of the Focused School Renewal Goal and to support the initiatives of the district. <ul style="list-style-type: none"> Teachers will receive at least two informal observations per month from Ms. Moore, Ms. Sims and/or Dr. Green during the language arts/writing block. Feedback will be provided either in a written format or in a conference. Copies of observations will be in the files of those persons along with an observation matrix. Teachers will be given additional support as needed through staff development opportunities, help from the CRT, Ms. Sims and the curriculum specialists and assistance from central administration. Teachers will be given the schedule of staff development sessions that come from the district.
Implement a school-wide PACT writing assessment for grades 3 – 5 twice during the first semester and twice during the second semester that mirrors the state's writing section of the test.	Principal, E. Moore CRT, M. Sims Consultant, M. Rowland Classroom Teachers (3 – 5)	Sept. 2008	Ms. Moore and Ms. Sims will develop a schedule for the assessments. <ul style="list-style-type: none"> Administration of assessments will be closely aligned with district benchmark tests where possible. The schedule will be distributed to the faculty and staff in the fall of 2008. Teachers in grades 3-5 will administer the writing assessment in October and November 2008 and January and February 2009 with results turned in to Ms. Moore and

			<p>Ms. Sims.</p> <ul style="list-style-type: none"> Teachers will use the 15-point writing rubric to score the writing assessments. Samples of student writing will be collected monthly showing improvement over time. Teachers grades 3-5 will file these The writing consultant, Dr. Rowland, will provide monthly ongoing support to teachers in using the 15-point rubric. Teachers will participate in sessions with the writing consultant where samples of students' writing are analyzed and scored. During these sessions strategies for improving the writing will be discussed and developed. Copies of minutes and sign-in sheets will be filed by Ms. Moore and Ms. Sims.
Use the "coaching" model to support teachers in effective delivery of instruction. The principal, the CRT, and the reading teacher will engage the teachers in talking about their lessons and its delivery.	Principal, E. Moore CRT, M. Sims Reading Teacher, E. Brown Math Coach, N. Edney Consultant, L. Mooney Consultant, M. Rowland Curriculum Specialist, V. Green Curriculum Specialist (TBN)	August 2008	<p>Teachers will be given opportunities that support more effective delivery of instruction which will help to increase student achievement.</p> <ul style="list-style-type: none"> All ELA teachers will have opportunities to improve student academic achievement in writing, reading, and math collaborating, reflecting, and evaluating the teaching/learning process on a weekly basis. Meeting notes will be kept in the grade chair's room, Ms. Sims, and/or Dr. Green's files. Sessions with Ms. Mooney will be recorded along with sign-in sheets that will be kept by Dr. Green and the curriculum specialist. Teachers will be provided with teaching demonstrations as needed or requested. The Curriculum Specialist will provide a schedule of the model lessons, and the indicators that were addressed. There will be a follow-up session to discuss the instructional strategies that were used during the demonstration lesson. The Curriculum Specialist will keep notes on demonstrations and follow-up sessions. Ms. Sims, Ms. Brown, and Dr. Rowland will support effective instruction in writing by providing classroom instruction through modeling as requested by the teachers or deemed necessary by the administration. The state's 15-point extended response writing rubric will be used in developing the lesson. There will be follow-up conferences with teachers. Notes will be kept by Ms. Sims and Ms. Brown. Notes from Dr. Rowland will be retained by Ms. Sims.
Schedule monthly meetings for the School Leadership Team to review assessment data, to use the data to help drive instructional planning and to see what effective delivery of differentiated instruction looks like, to provide ongoing feedback	Principal, E. Moore Grade Chair, P. Cato	August 2008	<p>Ms. Moore will develop a schedule to meet with the School Leadership Team at least once each month to collaborate on instructional issues.</p> <ul style="list-style-type: none"> The team will analyze data to find various ways to meet the needs of the students and teachers. The recorder, Ms. Cato, will keep minutes of the meetings, agendas, and the sign-in sheets. Ms. Moore will keep copies also.

regarding the ERT implementation process, to assist in addressing students' academic needs, etc.			<ul style="list-style-type: none"> The leadership team will assist Ms. Moore in monitoring the progress of the FSRP by helping to maintain schedules, by locating and sharing resources, by collecting and analyzing data, and by collaborating and reflecting on effective instructional delivery. Ms. Moore will be given a monthly update of the progress of the FSRP.
Schedule ongoing sessions with an ELA consultant to work with teachers in developing effective writing strategies for students in grades 3-5.	Principal, E. Moore CRT, M. Sims Teacher, M. Davis Consultants, M. Rowland L. Mooney	September 2008	<p>Ms. Moore and Ms. Sims will develop a schedule that provides opportunities for collaboration with ELA teachers and a consultant on effective writing strategies. The state's 15-point extended response writing rubric will be used in developing the strategies.</p> <ul style="list-style-type: none"> The schedule will be distributed to the faculty in September of 2008. Dr. Rowland will provide teachers with demonstrations as needed and/or requested during the sessions. Notes of requests and demonstrations will be provided to Ms. Moore. Minutes of the sessions will be recorded and compiled in a notebook and kept by Ms. Davis.
Teachers in grades 3-5 will participated in staff development on scoring effective writing	Principal, E. Moore Teachers, Grades 3-5 CRT, Ms. Sims Consultant, M. Rowland Curriculum Specialist (TBN)	September 2008	<p>Ms. Moore and Ms. Sims will develop a matrix which will track teachers' participation in using the state's 15-point extended response writing rubric.</p> <ul style="list-style-type: none"> Teachers will be required to score four writing samples; two will be scored the first semester and two will be scored the second semester. Ms. Sims will review teachers' scoring, keep copies of scoring, and provide copies of scoring to Ms. Moore.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: All teachers in grades 3 – 5 will meet monthly with reading, writing, and math consultants to learn strategies that will be utilized to increase reading and math student academic achievement by one academic year for 40% of students in grades 3 – 5 as measured by STAR Reader and STAR Math pre and post assessments given in September 2008 and March 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop and administer a professional development survey to determine specific needs of the staff as they relate to instructional delivery, best practices, data analysis, curriculum and standards, technology, etc.	Principal, E. Moore CRT, M. Sims	September 2008	The survey will enable the administrator to target specific needs of the instructional staff based on identified needs in reading, writing, and math. <ul style="list-style-type: none"> The professional development survey will be administered in September 2008. The results of the survey will determine the greatest needs of the teachers. Ms. Moore will work with the central office to plan professional development activities that relate to the district such as curriculum and technology. Based on the survey results, Ms. Sims will help Ms. Moore to determine needs and plan for the staff. Ms. Moore will keep survey results.
Support teachers' attendance at workshops and conferences related to effective instructional delivery in reading, writing, and math. Teachers will focus on strategies that are standards-based and best practices.	Principal, E. Moore Bookkeeper, T. Washington	August 2008	The survey will enable the administrator to target specific needs of the instructional staff based on identified needs in reading, writing, and math. <ul style="list-style-type: none"> Teachers will be encouraged to attend conferences and workshops to improve instructional delivery of reading, writing, and math. This will lead to increased student achievement. Ms. Moore will keep notes on which teachers have been encouraged to attend specific workshops or conferences.
Develop and implement a school-wide professional development plan with	Principal, E. Moore CRT, M. Sims	Sept. 2008	The school wide professional development plan will focus on effective instructional delivery in math, reading, and

emphasis on reading, writing, and math.			<p>writing.</p> <ul style="list-style-type: none"> Ms. Sims and Ms. Moore will develop a written plan based on teachers' needs and provide for differentiated instruction. The professional development plan will include opportunities for teachers to keep abreast of the latest trends and best practices. The plan will be distributed to teachers in the fall of 2008. Ms. Moore will have this on file.
Use staff members as presenters to conduct professional development activities in reading, writing, and math during grade level and faculty meetings. The objective is to share teaching strategies that increase student achievement.	Principal, E. Moore CRT, M. Sims Teacher, M. Davis	August 2008	<p>Teachers will share best practices, differentiated instruction, flexible grouping strategies learned during professional development. These will be shared during grade level planning and/or faculty meetings.</p> <ul style="list-style-type: none"> Each presentation will be documented and the information will be collected in a notebook with a copy to Ms. Moore. Faculty/grade level agendas, sign-in sheets, minutes of the meetings, a list of resources, and names of participants will serve as the documentation. Ms. Moore will keep copies on file.
Monitor the implementation and utilization of appropriate and suggested instructional strategies to ensure that techniques and priorities are made practical in facilitating the individual student academic needs.	Principal, E. Moore CRT, M. Sims Curriculum Specialists, V. Green Curriculum Specialist (TBN)	Sept. 2008	<p>Conduct observations to monitor and assess implementation of expected practices.</p> <ul style="list-style-type: none"> Classroom visitation documentation will be made available by Ms. Moore, Ms. Sims, and the curriculum specialists. <p>For ELA, the district's Informal Observation Form and the district's LA Instructional Plan will be used.</p> <ul style="list-style-type: none"> Dr. Green and the Curriculum Specialist will use this to provide specific written feedback to teachers at least once every two weeks. Follow-up visits will be at least every two weeks. Copies will be available in her notebook.
Utilize weekly, monthly and quarterly reports and student performance data to monitor students' progress towards meeting FSRP goals.	Principal, E. Moore Lab Managers, K. Washington and T. Epps CRT, M. Sims Math Coach, N. Edney Curriculum Specialists, V. Green Curriculum Specialist (TBN)	Sept. 2008	<p>The SuccessMaker, STAR Reader and STAR Math student progress reports will be monitored weekly by the Mr. Washington, Ms. Epps, the classroom teachers, Ms. Sims, Ms. Edney, and Ms. Moore.</p> <ul style="list-style-type: none"> Information from the various reports will indicate the type of support that will be provided for the teachers and the students. These files will be copied for Ms. Moore who will share with the appropriate personnel: Ms. Sims, Ms. Edney, and/or Dr. Green and the Curriculum Specialist. Mr. Washington and Ms. Epps will monitor the reports weekly and will provide time in their schedule for students to make up time in the lab or to get additional help.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, 60% of targeted students (priority one and two students) in Math will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (8.91/8.95 in math) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters Person Responsible (Successmaker District Consultant)

5. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on the targeted students,	Executive Director	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, 60% of targeted students (priority one and two students) in Reading will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (7.50 in reading,) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters

			Person Responsible (Successmaker District Consultant)
5. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on the targeted students,	Executive Director	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

The District Benchmark Assessment System was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

"Successmaker" provides individualized, targeted instruction to help every student reach their greatest potential. At initial placement, each student is assessed to determine the right starting level. From then on, self-paced lessons avoid the frustrations of instruction that is too fast or slow. Reports can be generated at the student, classroom, school, and district levels for a picture of progress.

MAP Measures of Academic Progress- NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.